

THIRTY-THIRD ANNUAL REPORT

OF THE

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB

TO THE

SECRETARY OF THE INTERIOR.

1890.

WASHINGTON:
GOVERNMENT PRINTING OFFICE
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COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

OFFICERS OF THE INSTITUTION.

Patron.—BENJAMIN HARRISON, President of the United States.
President.—EDWARD MINER GALLAUDET, Ph. D., LL. D.
Secretary.—ROBERT C. FOX, LL. D.
Treasurer.—LEWIS J. DAVIS, Esq.

Directors.—HON. JOSEPH R. HAWLEY, Senator from Conn.; HON. JOHN J. HEMPHILL, M. C. from S. C.; HON. R. R. HITT, M. C. from Ill., representing the Congress of the United States; HON. HENRY L. DAWES, of Mass.; HON. WILLIAM E. NIBLACK, LL. D. of Ind.; REV. BYRON SUNDERLAND, D. D.; HON. JOHN W. FOSTER; HON. J. RANDOLPH TUCKER; JAMES C. WELLING, LL. D.

COLLEGE FACULTY.

President and Professor of Moral and Political Science.—EDWARD M. GALLAUDET, Ph. D., LL. D.
Vice-President and Professor of History and Languages.—EDWARD A. FAY, M. A., Ph. D.
Emeritus Professor of Mental Science and English Philology.—SAMUEL PORTER, M. A.
Professor of Natural Science.—REV. JOHN W. CHICKERING, M. A.

Professor of Mathematics and Chemistry.—JOSEPH C. GORDON, M. A.
Assistant Professor of History and English.—J. BURTON HUTCHKISS, M. A.
Assistant Professor of Mathematics and Latin.—AMOS G. DRAPER, M. A.
Instructor in Gymnastics.—FRANK A. LEITNER.
Instructor in Drawing.—ARTHUR D. BRYANT, B. Ph.

FACULTY OF THE KENDALL SCHOOL.

President.—EDWARD M. GALLAUDET, Ph. D., LL. D.
Instructors.—JAMES DENISON, M. A., Principal; MELVILLE BALLARD, M. S.; THEODORE A. KIESEL, B. Ph.; SARAH H. PORTER.

Instructor in Articulation.—MARY T. G. GORDON.

DOMESTIC DEPARTMENT.

Supervisor.—WALLACE G. FOWLER.
Attending Physician.—D. K. SHUTE, M. D.
Consulting Physician.—N. S. LINCOLN, M. D.
Matron.—MISS ELLEN GORDON.

Assistant Matron.—MISS MARGARET ALLEN.
Master of Shop.—ALMON BRYANT.
Farmer and Head Gardener.—EDWARD MAN-
 GUM.

REPORT

OF THE

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB,
Kendall Green, near Washington, D. C., October 4, 1890.

SIR: In compliance with the acts of Congress making provision for the support of this institution, we have the honor to report its progress during the year ended June 30, 1890.

The pupils remaining in this institution on the 1st of July, 1889, numbered	76
Admitted during the year	23
Since admitted	30
Total	129

Under instruction since July 1, 1889, males, 100; females, 29. Of these 71 have been in the collegiate department, representing twenty States, the District of Columbia, and Canada, and 58 in the primary department.

A list of the names of the pupils connected with the institution since July 1, 1889, will be found appended to this report.

DEATH OF WALTER ARGO.

The general health of the pupils during the year has been excellent. An isolated case of typhoid fever, however, resulted fatally.

A careful examination of the premises disclosed no cause for the occurrence of this particular disease in the institution.

The pupil who died was Walter Argo, a beneficiary of the State of Delaware. He was a boy of good promise and excellent character. He had nearly completed his course in the Kendall school, and there is reason to believe that he would, had his life been spared, have become a self-supporting and God-fearing member of society.

His afflicted parents have the sympathy of the many friends to whom he had endeared himself by his gentle manners and modest demeanor as a pupil.

CHANGES IN CORPS OF OFFICERS.

In February last Mr. John B. Wight, who had filled the office of supervisor for more than twelve years, resigned his position to engage in business in Washington. His resignation was very reluctantly accepted, for the success of his work here had been marked, and he commanded

the respect, confidence, and esteem of his associates as well as of the students and pupils, for all of whom he was untiring in his kind offices far beyond what his official duty demanded.

The best wishes of his many friends in the institution follow him.

Mr. Wallace G. Fowler, of Connecticut, has been appointed to succeed Mr. Wight, and in the few months he has been connected with the institution, has given ample proof of his fitness for the place assigned him.

COURSE OF INSTRUCTION AND LECTURES.

No essential change has taken place in the general course of instruction since 1887, when in our thirtieth report a detailed statement of the branches taught in both school and college was published.

During the past year special lectures have been given as follows:

IN THE COLLEGE.

The Gospel of Thrift. By President Gallaudet.
Our North Eastern Boundary. By Professor Obickering.
Imagination as a Factor of Civilization. By Professor Gordon.
Impressions of Art in Europe. By Professor Draper.

IN THE KENDALL SCHOOL.

Explorations in Africa. By Mr. Denison.
Wars of the Roses. By Mr. Ballard.
Capture of Louisburg in 1745. By Mr. Kiesel.
Assassination of Lincoln. By Mr. Bryant.
Personal Experiences in Europe. By Mr. Regensburg.
Life of David Crockett. By Mr. Shuey.
Cannibals of Australia. By Mr. Tracy.
Robert Bruce. By Mr. Hagerty.
Insect Life. By Mr. Washburn.
Alfred the Great. By Mr. Zorn.
Labors of Hercules. By Mr. Leitner.

The last seven lectures were given without compensation by the members of the graduating class of the college.

At the close of the academic year in June certificates of honorable dismissal from the Kendall School were given to Maurice T. Fell, Edward W. Lane, John H. Lay, Henry H. Rohrer, and William Argo.

PUBLIC EXERCISES OF PRESENTATION DAY.

The annual public exercises of the college took place on the 7th of May, and were presided over by Hon. W. D. Washburn, United States Senator from Minnesota, who made an earnest and eloquent address to the graduating class. The interest of Senator Washburn's speech was much heightened by the fact that one of his sons was a member of the class.

The orations and dissertations of the candidates for degrees were as follows:

Oration: The Almighty Dollar. William Henry Zorn, Ohio.

Dissertation: The Turks in Europe. Frank Abraham Leitner, Maryland.

Dissertation: Poverty and the Remedy. Hobart Lorraine Tracy, Iowa.

Oration: Origin of Rome. Stephen Shuey, Missouri.

Oration: The Mind of the Spider. Cadwallader Lincoln Washburn, Minnesota.

Oration: Agriculture. Thomas Hagerty, Wisconsin.

Oration: The Race Problem. Oscar Henry Regensburg, Illinois.

A telegram was received from the honorable Secretary of the Interior, expressing regret that he could not return from St. Louis in time to be present at the exercises, and giving assurance of his warm interest in the work of the college.

At the close of the academic year, in accordance with the recommendations of presentation day, the degree of bachelor of arts was conferred on William Henry Zorn, of Ohio, Hobart Lorraine Tracy, of Iowa, Stephen Shuey, of Missouri, Cadwallader Lincoln Washburn, of Minnesota, Thomas Hagerty, of Wisconsin, and Oscar Henry Regensburg, of Illinois.

The degree of bachelor of science was conferred on Frank Abraham Leitner, of Maryland.

FAVORABLE ACTION OF CONGRESS.

In our last report mention was made of certain restrictive legislation had at the previous session of Congress, the effect of which on the usefulness of the institution was thought by the directors to be very unfavorable.

They therefore directed attention to the disastrous consequences likely to follow the enforcement of this legislation, and advised that it be repealed or amended.

Congress at its recent session gave careful consideration to these matters, and acted favorably on the recommendation of the directors.

The most important point involved concerned the basis on which students without means might be admitted to the college, and the following liberal provision was adopted in the Sundry Civil appropriation bill approved August 30, viz:

Provided, That deaf mutes, not exceeding sixty in number, admitted to this institution from the several States and Territories under section forty-eight hundred and sixty-five of the Revised Statutes, shall have the expenses of their instruction in the collegiate department paid from this appropriation, together with so much of the expense of their support when indigent, and while in the institution, as may be authorized by the board of trustees, with the approval of the Secretary of the Interior; and hereafter there shall not be admitted to said institution under section forty-eight hundred and sixty-five of Revised Statutes, nor shall these be maintained after such admission, at any one time from any State or Territory exceeding three deaf mutes while there are applications pending from deaf mutes, citizens of States or Territories having less than three pupils in said institution.

WHAT THE GRADUATES OF THE COLLEGE HAVE DONE.

There have been found those in former years who have doubted as to the practical value of college training to deaf mutes.

All such persons and the multitude of others friendly to the higher education of the deaf will be interested in a paper which will be found in the appendix by Professor Draper, of our college faculty, and a graduate of the college, read at the recent convention of instructors of the deaf, held in New York August 23-27.

THE NEW YORK CONVENTION.

The meeting at New York was one of great interest and value to all who are in any way connected with the education of the deaf.

Fifty schools in the United States and Canada were represented by three hundred and forty-six delegates.

The authorities of the New York institution extended bounteous hospitality to this great number of persons, and to others not strictly entitled to be entertained.

Many valuable papers were read and interesting discussions had.

This institution was represented by its president, Professors Fay and Draper of the college faculty, and by Mr. Denison, the principal of the Kendall school.

GALLAUDET MEMORIAL ART FUND.

The National Association of Deaf Mutes, by whom the statue of Thomas Hopkins Gallaudet, the founder of deaf-mute education in America, was erected on the grounds of this institution in June, 1889, offered to our directors some months since, through their treasurer, a balance of \$479.54, asking that this money be used in caring for, preserving, and repairing, if necessary, the statue and its pedestal. The directors present at the meeting of May 6 expressed the opinion that having accepted the statue as a gift from the association the institution was naturally bound to meet the expense of keeping it in repair, and they passed a vote to this effect. They then accepted the money offered, and by personal gifts raised the amount to \$500, and directed that this sum be held and invested by the treasurer as a permanent fund to be called the Gallaudet Memorial Art Fund, the income to be devoted to the purchase of engravings or such other works of art as might promote the development of art instruction in the institution.

RECEIPTS AND EXPENDITURES.

The receipts and expenditures for the year under review will appear from the following detailed statements :

SUPPORT OF THE INSTITUTION.

RECEIPTS.

Balance from old account	\$495.59
Received from Treasury of the United States	57,531.99
Received for board and tuition	6,420.90
Received for work done in shop	232.25
Received for work done in printing office	86.60
Received for old metal	43.09
Received for old carpet	17.22
Received for witness fees	2.50
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	64,830.14

EXPENDITURES.

Expended for salaries and wages	30,625.71
Expended for groceries	3,372.04
Expended for ordinary repairs	3,106.85
Expended for special repairs in steam-fitting and plumbing	2,421.41
Expended for painting outside wood-work of buildings	916.00
Expended for concrete pavement and repairs	629.09
Expended for household expenses, marketing, etc.	2,962.65
Expended for meats	3,635.85
Expended for bread	935.70
Expended for butter	1,852.96
Expended for medical and surgical attendance	591.85
Expended for rent of telephone	100.00

Expended for furniture	\$1, 123. 64
Expended for dry goods, etc	675. 66
Expended for lumber	914. 32
Expended for gas	998. 50
Expended for paints	389. 85
Expended for feed, flour, etc	796. 22
Expended for printing	253. 20
Expended for medicine and chemicals	301. 42
Expended for books, paper, etc	507. 02
Expended for hardware	781. 24
Expended for fuel	1, 988. 95
Expended for plants and flowers	110. 25
Expended for blacksmithing	113. 40
Expended for wagon and repairs	400. 50
Expended for auditing accounts of the institution	300. 00
Expended for land lying between the eastern boundary and Baltimore and Ohio Railroad	500. 00
Expended for ice	348. 83
Expended for manure	370. 00
Expended for live-stock	429. 50
Expended for harness and repairs	58. 65
Expended for garden-seeds, etc	88. 91
Expended for entertainment of pupils	80. 00
Expended for china, glass and wooden ware	431. 95
Expended for stamped envelopes	21. 80
Expended for potatoes	99. 10
Expended for illustrative apparatus	191. 86
Expended for investment through L. J. Davis, treasurer	495. 59
Expended for funeral expenses of pupil	50. 00
Balance	859. 67
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64, 830. 14	

INVESTED FUNDS.

The condition of the invested funds of the institution is shown by the following report of the treasurer, Lewis J. Davis, esq.:

WASHINGTON, October 3, 1890.

DEAR SIR: In compliance with the request of the directors, I have to report the condition of the various funds under my charge and belonging to the Columbia Institution for the Deaf and Dumb:

Belonging to the "general account:"

Real estate notes at 6 per cent	\$750. 00
Cash on hand	1, 539. 83
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2, 289. 83	

Belonging to the "manual-labor fund:"

Alexandria, Va., bonds	\$300. 00
Alexandria, Va., scrip	51. 00
Winchester and Potomac Railroad bonds	250. 00
Real estate notes at 6 per cent	3, 200. 00
Part of real estate notes at 6 per cent. held jointly with Gallaudet Memorial Art Fund	1, 500. 00
Cash on hand	335. 43
<hr/>	
5, 636. 43	

Belonging to "Gallaudet Memorial Art Fund:"

Part of real estate note held as above	500. 00
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Respectfully, yours,

LEWIS J. DAVIS,
Treasurer.

Dr. E. M. GALLAUDET,
President, etc.

ESTIMATES FOR NEXT YEAR.

The following estimates for the fiscal year ending June 30, 1892, have already been submitted:

For the support of the institution, including salaries and incidental expenses, for books and illustrative apparatus, and for general repairs and improvements, \$63,000.

For the care and improvement of the grounds of the institution, \$3,000.

It will be seen that the estimate for the current expenses of the coming year is larger by \$5,000 than the amount appropriated by Congress for the current year. One of the most important practical benefits resulting from the higher education of the deaf, as carried on in our collegiate department, has been the preparation of a large number of students to be teachers.

This has been fully shown in the account referred to earlier in this report of what our college graduates have done since leaving us. But we have never been able to give those students who expected to be teachers any special normal training beyond the employment of a few of them as ushers in our Kendall school, and the assignment of others to Sabbath-school work and occasional duty as substitutes when instructors of our primary classes have been ill.

Furthermore, the demand for specially-trained teachers of the deaf is steadily increasing, and to supply this demand is already far beyond our present ability.

The attention of our president was especially directed to this great lack of educated instructors of the deaf some months ago by a philanthropic citizen of Ohio who has a deaf son, and who has done much to promote the cause of deaf-mute education in his own State. This gentleman, Mr. L. S. Fechheimer, of Cincinnati, endeavored to bring this subject to the attention of Congress at its last session, through the representative from his district, Hon. Benjamin Butterworth, addressing a letter to him, from which we are permitted to make the following quotations:

Permit me to take up some of your valuable time on a subject in which I have taken a deep interest, and to which I have given much thought and study. It is the general education of the deaf, and how to give these unfortunate beings a better education than what is offered to them now.

Upon due investigation I find that while the States are doing good work, as far as it lies in their power, there is one great factor lacking, and that is carefully and scientifically trained teachers.

We have no normal school in which to train these teachers, and each school or institute is compelled for itself to educate them before they can begin to teach the pupils under their charge.

Although the United States is far in advance of all other countries in the general education of its people, in this respect we are in the rear ranks; for England, France, Germany, Spain, and even Italy maintain normal schools for the proper training of teachers for the deaf.

We are without the means of obtaining them, for as each State takes care of its own deaf, and no State requires a sufficient number of teachers to maintain a normal school, this great need has been permitted to stand unfulfilled, and each and every principal of a deaf institution or school will certify what I have stated to be the fact. Now to the remedy.

The Congress of the United States has been great-minded and generous in maintaining the National College for the Deaf at Washington, and under the able and wise supervision of Prof. E. M. Gallaudet it has become an institution of learning second to none of the kind and purpose in the world.

With a small additional appropriation placed in the hands of the officers of said college, a normal school could be easily and quickly established. Everything needful for that purpose is right there, and I know that Professor Gallaudet will do all in his power to make it a success, and then each and every State in the Union can send

their candidates as teachers there to receive a careful and scientific training in both the normal and oral methods, and not only would the great want of such teachers be supplied, but the teaching of the deaf would become uniform and based on scientific principles.

It would be presumption on my part to try and point out the details of the work. If my views and desire to help this unfortunate portion of our community by giving them the best of teachers find accord with you, I know it will not be needful to appeal to your sympathetic heart, which goes out to all afflicted.

Mr. Fechheimer's letter was laid before the Appropriation Committee of the House by Mr. Butterworth, but it was thought best to defer action until the next session of Congress.

The directors desire to second most heartily the suggestions of Mr. Fechheimer, and to assure Congress of the correctness of his statements.

It is true that with a small addition to the resources of this institution we could give thorough normal training in all the valuable and accepted methods of teaching the deaf to such persons as might desire to devote their lives to that humane and increasingly important work.

The directors therefore hope that the moderate increase of appropriation asked for may receive the sanction of your recommendation, and be granted by Congress.

INSTRUCTION OF THE BLIND AND THE FEEBLE-MINDED.

Provision is made by Congress for the instruction of the blind and the feeble-minded of the District of Columbia in schools for such purposes in Maryland and Pennsylvania.

Applications for the benefit of these provisions must be made through the president of this institution.

There have been since July 1, 1889, twenty-nine blind persons as beneficiaries of the United States in the Maryland institutions for the blind at Baltimore.

There have been eleven feeble-minded children belonging to the District in the Pennsylvania institution at Elwyn.

The provision made by Congress for the care and training of this latter class of persons is insufficient, and the importance of enlarged appropriations is earnestly urged upon the attention of Congress.

All of which is respectfully submitted by order of the board of directors.

EDWARD M. GALLAUDET,
President.

Hon. JOHN W. NOBLE,
Secretary of the Interior.

APPENDIX.

SOME RESULTS OF COLLEGE WORK.

By AMOS G. DRAPER, M. A., Assistant Professor in the College.

The college for the deaf has completed its first quarter of a century. The results of its labors thus far can be seen and weighed. The prophecies of its founders can be examined in the light of the performances of its graduates.

Such an examination should be chiefly of matters of fact. True, the value of a higher education is not to be estimated solely by its return in dollars and cents—man doth not live by bread alone—but still the college should find the justification of its past and the warrant of its future mainly in the character and services that its students display to the world.

Accordingly, this paper will be largely a recitation of facts. If any opinion or praise creeps in, it is wrung from the writer by the spectacle of his brothers toiling under their deprivations, with what success will be shown.

Up to the close of its twenty-fifth year the college numbered upon its rolls two hundred and seventy-eight students. They represented every section of our country, coming from thirty-four States and the Federal district; and two of the number came from Ireland expressly to gain the benefits of the college.

PARTIAL-COURSE MEN.

Out of the total named one hundred and eighty-nine, or nearly two-thirds, took selected studies or short terms, and hence received no degree. Some stayed less than one year, the average of their courses being about two years. This gives room for no reflection upon their ability, for the failure to go on was often due to other causes, and some among them would have ranked among the ablest of the graduates.

Many in this body of partial-course men are doing excellent work in the world. Thus, it includes the senior missionary among the deaf in Pennsylvania, who also founded the school at Scranton; a missionary among the deaf in Ireland, whose labors have had wide influence there and in England; ten teachers in various States; the founder of the school in North Dakota; a postmaster in Mississippi; the cashier of a national bank in Michigan; a recorder of deeds in Tennessee, repeatedly elected by his fellow citizens; a reporter, and editorial writers for daily newspapers in Ohio, Michigan, and Virginia.

This list might be extended, but it is sufficient to indicate that even a limited time under the broadening discipline of college life and work has aided many of the deaf to discharge duties superior to those they would probably have assumed if they had remained under merely local influences.

GRADUATES.

It is not, however, by its partial course men that the college should be mainly judged, but by its graduates. These, during the period named, numbered eighty-nine. Coming from twenty-two States and the District of Columbia, they represented the country almost as completely as the entire attendance. Their careers may be grouped, avocations at different periods being noted in order to avoid repetitions, and five who have died being included in the following table of the

Occupations of Graduates.

Unascertained at this writing (of whom one died soon after graduating)	4
Foreman of a daily newspaper	1
First assistant postmaster of a city, and editorial writer	1
Clerk to a recorder of deeds	1
Official botanist of a State	1
Deputy recorder of deeds in a leading city	1
Teachers	34
Teacher, and principal of a leading institution	1
Teachers, and founders of schools	5
Teacher, founder of a school, and principal of an institution	1
Teacher, principal of a leading institution, authority in microscopy, merchant in iron and steel	1
Teachers, and editors of papers for the deaf	4
Assistant professors in the college	2
United States examiner of patents, and attorney in patent law	1
Clerks in United States departments, and teachers	4
Clerk to the Librarian of Congress, and teacher	1
Clerks in United States departments, custom houses, and post-offices	8
Editors and publishers of county newspapers, and general printers	2
Bank clerk	1
Farmers and teachers	2
Ranchman	1
Teacher, and fruit-grower	1
Insurance clerk	1
Expert in the finishing of lenses	1
Publisher of a paper for the Methodist Publication Society	1
Teachers and missionaries among the deaf	3
Architect's draughtsman	1
Architect	1
Practical chemists	2
Partner in wholesale milling and flouring business	1
Total	89

TEACHERS.

It is noticeable that quite two-thirds of the graduates have at some time been engaged as teachers. This is not to be wondered at. They can not hear indeed, and some can not speak; but, while in zeal, intelligence, character, and discipline they are the equals of other educated young men, they have also what the brand new hearing teacher has not—the key to the minds and hearts of their pupils. They will not be apt to make chips of their timber, spoiling several generations in learning how to teach one. In addition to these qualifications, not a few have had actual experience in teaching.

Now, principals everywhere are on the watch for just such persons for teachers. Some years ago the late Edward C. Stone addressed the students one morning at chapel, and, alluding to Bird, who also has passed over into the silent land, he said, "I have one of your alumni in my institution. He is a good teacher—gentle, zealous, and painstaking. I want more like him. If any of you are like him, I want *you*."

Judging by the record Mr. Stone spoke for the body of principals, since there is hardly a school in the United States employing deaf

teachers at all that has not employed one or more graduates of the college. Forty graduates have held their positions as teachers continuously from the time of their appointment, covering periods ranging from one year to twenty-four years. Many institutions have had two, and a few have had three graduates teaching at once. Fifty-eight graduates have taught in forty different schools and institutions.

The college has, in fact, served as a sort of exchange in the matter of deaf teachers. Formerly it was by chance that a good deaf teacher bred in one state entered on work in another. But by the agency of the college this is no longer true. Deaf teachers are not now limited in their choice of a field; and a principal in one State searching for a deaf teacher can practically look over all the other States before choosing. Among scores of examples, a graduate from Iowa is teaching in Pennsylvania, and one from Pennsylvania (born on the field of Gettysburg) has taught for nearly twenty years in the heart of Mississippi.

All these statements are made, not for the purpose of advising or defending the employment of deaf teachers, nor to imply that the highest usefulness of the college consists in producing them, but to show that the fact that so large a proportion of the graduates engage in teaching is not a matter for wonderment or criticism, but under present conditions must be regarded as natural, if not inevitable. A lessening of the demand or a changing of the college curriculum in the direction suggested by the writer at Paris, and very ably discussed as to colleges generally by Professor Shaler in the current number of the *Atlantic Monthly*, are probably the only means by which this drift will be influenced.

FOUNDERS OF SCHOOLS.

It will be observed that several graduates have been founders of schools, some of which have or will become permanent institutions. Besides two partial-course men, six graduates have done this.

Some people do not approve of small schools, but the common sense view is that wherever children are growing up in ignorance a school begun among them is a harbinger of all good, and the man that begins it is a benefactor.

We rightly offer all imaginable honors to the Gallaudets and De Haernes who, in the plenitude of their powers, established schools for the deaf at their own homes and among their own kindred. And will the future give no laurel leaf to the McGregors and the Simpsons who, bereft of hearing and lame of speech, have each done the same thing among hundreds of thousands of strangers? Have we not one bough of bay for the Larsons and the Whites who, shorn of both hearing and speech, have repeated the deed upon two confines of civilization? And shall no just and generous tongue or pen record a word of praise for Kerney, who, disgusted at seeing his parent school made the spoil and sport of politicians, deliberately resigned an easy and well-paid place under the Government, went back to his native State, and there, deaf, and dumb, and alone, has built up a thriving school that promises to rank with the best in the land?

The writer knows not how it may seem to others, but to him, knowing so well the incredulity, the indifference, the coldness, as well as the positive opposition that these young men encountered, their triumphs under such heavy handicaps seem as pathetic, as significant, and as worthy of unstinted praise as any that can be found in the field of labor for the deaf.

SPECIALISTS.

A glance at the occupations of the graduates tells much, but also leaves much untold. For instance, among the specialists, the botanist has correspondents in several countries of Europe who have repeatedly purchased his collections; he has written papers upon seed tests and related subjects which have been published and circulated by the Agricultural Department.

The microscopist was a founder and is a recognized leader in one of the foremost microscopical societies in the country; he was for several years principal of a leading institution, and then compiled the *Rain-drop*, perhaps the best publication extant for young deaf children, and he is still at work on future volumes of it; upon ceasing to be principal he declined to stay in the same institution as teacher, though urged to do so, and struck out into a new field; after years of effort he has, with no partners, built up a successful business as a merchant in iron and steel.

The attorney has been admitted to the United States Supreme Court, and is reputed to command an income of \$15,000 per year.

One of the editors and publishers has a silent partner, but he alone created and sustains the reputation of his paper, besides managing all the details of a large printing business; Senators and Representatives in Congress have testified that the paper is an elevating influence even in the center of cultured Massachusetts where it is published, and its editorials are frequently copied by metropolitan newspapers.

The architect, scarcely yet four years graduated, has already won credit, but, content with no ordinary rank, has left an excellent position to perfect himself by study in Europe.

One of the chemists has been employed for years by corporations in the two chief cities of the West, and his contributions to scientific journals here have been reprinted in those of foreign countries.

RESULTS OF COLLEGE WORK.

Other like cases might be cited; but perhaps some one will say, Oh, these teachers and writers and specialists were bright young men—they would have risen any way, and it is not fair to call their careers results of college work. But, ladies and gentlemen, that is a statement which will not bear examination. No doubt the plow horse that became a famous trotter had it in him all the time; but he would have been a plow horse till he went to the horses' heaven if he had remained at the plow. It needed sharp discipline and many a "brush" with tried and stanch competitors before he reached that flight of speed which covers 35 feet in a second and the mile in 2.30.

So with young men. Generation after generation of graduates has come and gone, and of some among them it must be said that they came as generations of unlicked cubs. Could this be otherwise, coming as they did from small schools and remote institutions, from the restraint and dependence of institution life, in which also perhaps they had not a rival to test their mettle and rouse their energies? And think not that they will censure the writer for saying it; no graduate can be found who will not be swift to assert that the college performed an indispensable part in making him the man he is.

It may not be said that the college studies did it, though they be valuable; nor yet the influence of the faculty, though that be pure and ennobling; a more efficient cause works with these, and it is the in-

cessant action and reaction of the students upon each other. There is a continual, though not always conscious, pitting of brain against brain and brawn against brawn. It is a little world, and, as in the great world,

Its losses and crosses be lessons right severe,
But there's wit there ye'll get there ye'll find no other where.

In such a life whatever is good and strong in a youth is sure to come out and grow better and stronger; whatever is weak or mean is equally sure to be discovered and soundly snubbed, if not cured. "No logic would convince me," exclaims George Wing, alluding to relations with the more intelligent of his school-fellows, "that my association with these young men was not of greater benefit to me as a factor in whatever education I have acquired than the sum of all other influences subsequent to the loss of my hearing."

This is the antithesis of the ideal-school-with-one-pupil theory. That one pupil may give promise of conquering the world as long as the world is a school of one pupil and he is that pupil; but when he enters the real world he will have need of powers already disciplined by hardy conflict. Every college or advanced school is a forum and a field where, as Wellington said of Eaton, the Waterloo of life are won in advance; and when a capable youth is sedulously kept from its wholesome struggles, and trained as it were in a closet, all manly spirits will feel that he is robbed of a chance to increase his store of light and power.

INDIRECT RESULTS.

There is time to speak of only one among many indirect results of college work. Scores of the deaf now in our schools, and hundreds once therein, have received something of the benefits of the college, although they never gazed upon its walls or campus. It is not on the shining, peopled beach alone that the power of the tide is felt:

For when the tired wave, idly breaking,
Seems there no tedious inch to gain,
Far back, through creek and inlet making,
Comes, silent, flooding in, the main.

Many pupils have been incited to salutary effort by the idea of entering college, even if they did not enter. Many among the deaf at large have had the dull waters of daily life stirred and sweetened by intercourse with students or graduates of the college. Lately the writer had the happiness to visit one of our largest cities, on whose border is an institution admirably equipped and managed. In that city he found one graduate in the iron and steel merchant already mentioned; a second in an assistant to a famous astronomer; two others, teachers in the institution; a fifth, entirely as well fitted to teach, but doing such good work as supervisor that the directors feared a change; and four partial-course men, artisans, but known as industrious and respectable men.

Now, it is not supposable that the effect of college life and training ended with assisting these graduates to their several positions of honor and influence. Many of them are prominent, nay, foremost in every good word and work among the adult deaf. Should any one say, That may be true, but these associations of the adult deaf, even the local ones, are to be deprecated, the reply is, These associations are inevitable—they are just as natural and certain as was the association between Adam and Eve. Should the critic retort that evil came of that most ancient of associations, it is replied, So there did,—lots of it,—and

we must labor to counteract it in the best ways we can. And so of these associations. They spring from the same unchangeable principles of human nature; they are here; they are facts; and it is mere flapping in the air to cavil at their existence or dream of their eradication. We must accept them, put all the good we can into them, or surrender the field.

The uplifting influence of the graduates in the city alluded to is a type of that exerted by them in all parts of our country. After the return of the Americans from the congress at Paris last fall, one of our oldest and ablest deaf teachers, who, however, is not a graduate of the college, said to the writer, "That was an able delegation. Its average both of character and ability was high. It was, too, unique. Twenty years ago it would not have been possible to gather such a delegation. We owe it to the college. I can see that the effect of its labors has been everywhere to raise the general average of intelligence and capacity among the deaf."

THE FUTURE.

Intimately acquainted with every graduate of the college, viewing these outlines of their history, and remembering a thousand details that can not be here alluded to, the writer feels that the fruits of the first quarter of a century of college work are cause for warm congratulation among all friends of the deaf. But this paper is not written mainly for congratulatory purposes. It looks to the future.

No claim is made that the college is perfect, but only that what can be done to render it so will be done. To improve the college, however, is a hopeless task, unless it receives the sympathy and support of the schools generally. They should be correlatives. With some this sympathy and correlation already exist. Leading institutions in the Middle and Western States have brought their courses of study into consonance with those required for admission to the college. That the best pupils reach such a standard will be to their advantage, even if they do not seek entrance to the college, since it includes all the requisites of a good common school education.

The institutions working in unison with the college will not be slow to testify that they have received a reward in the return to themselves or to society of young men as well equipped for good service as the infirmity of deafness will permit, and many of those institutions which have not yet sought this unison have already given such testimony, for they have been eager to avail themselves of the services of the graduates.

When all is said, it comes to this: the college would be glad of more good material, but it seeks quality rather than quantity. If, then, you have a young man in your school endowed with talent and possessed of good character, when you have done all for him that the means at your disposal will allow, send him to the college. If the college does not send him forth with a sounder body, a quickened purpose, and an enlarged capacity, it will not be from lack of sincere and strenuous endeavor by those on whom the responsibility of the college directly rests.

CATALOGUE OF STUDENTS AND PUPILS.

IN THE COLLEGE.

From Colorado.

Paul D. Hubbard.

From Illinois.

Charles D. Allard.
Lulu O. Herdman.
Fredo Hyman.
Oscar H. Regensburg.
Grace Rhodes.
Charles D. Seaton.
William I. Tilton.
Clarence A. Murdey.

From Indiana.

Theodore Holtz.
Oscar Shaffer.
John Walsh.

From Iowa.

William W. Beadell.
Paul Lange, Jr.
Edwin Pyle.
David Ryan.
Hobart Lorraine Tracy.
Augusta Kruse.
Christina Thompson.
John N. Brinkman.
Sidney E. Thomas.
William Miles Wright.
Arnold Kiene.
Frederick E. Ward.
Charles C. Ullrich.

From Kansas.

Ellsworth Long.

From Kentucky.

Max Nathan Marcossou.
David Ware Wilson.

From Maine.

Amos Barton.

From Maryland.

Frank A. Leitner.
Alto M. Lowman.

From Massachusetts.

George T. Sanders.

From Michigan.

Fred Max Kaufman.
James M. Stewart.
Harry L. Stafford.

From Minnesota.

Ralph H. Drought.
Jay C. Howard.
Thomas Sheridan.
Cadwallader Lincoln Washburn.

From Missouri.

Hannah Shankweiler.
Stephen Shuey.

From Nebraska.

Louis Andrew Divine.
Margaret Ellen Rudd.

From New York.

Philip H. Brown.
Rosa Halpen.
Martin Milford Taylor.

From North Carolina.

Ernest Bingham.

From Ohio.

Theodore Christian Mueller.
William Henry Zorn.
Frank Joseph Brennan.

From Pennsylvania.

Lilly Amabel Bicksler.
Harvey D. De Long.
William DeWitt Himrod.
Gurney T. Hostermau.
John Mutchler Kershner.
John A. Melvaine, Jr.
Agatha M. Tiegel.
Oliver J. Whildin.
Laura V. Frederick.
Mary A. Gorman.
Harvey William Peter.

From Tennessee.

Albert Odom.

From Texas.

Michael Madden.
Ida M. Sartain.
Robert M. Rives.

From Wisconsin.

Richard Ernest Dimick.
Thomas Hagerty.

From Wisconsin—Continued.

Richard Wallace Williams.
Benjamin F. Round.

From District of Columbia.

Frank G. Wurdemann.

From Canada.

Alfred Harper Cowan.

IN THE PRIMARY DEPARTMENT.

Females.

Mary Jane Booth, District of Columbia.
Ida Boyer, Delaware.
Alverdia T. Cornog, Delaware.
Jennette Dailey, District of Columbia.
Mary Dailey, District of Columbia.
Lena Flesher, Montana.
Elizabeth Fagan, Delaware.
Nellie Lynch, Delaware.
Mabel Magee, Delaware.

Gertrude Parker, Delaware.
Millie Searles, Montana.
Lucy Smith, District of Columbia.
Gertrude E. Schofield, District of Columbia.
Mary D. K. Sendkin, District of Columbia.
Bertha M. Whitelock, Delaware.
Anna May Wood, Montana.

Males.

Walter Argo, Delaware.
William Argo, Delaware.
Ernest Bingham, North Carolina.
Eugene Bremond, Texas.
William Brown, District of Columbia.
William H. Catlett, District of Columbia.
Frank Carroll, District of Columbia.
Harry R. Carr, District of Columbia.
Daniel A. Christie, District of Columbia.
George R. Courtney, District of Columbia.
William H. Cnsack, Wisconsin.
James Collins, Iowa.
Alfred H. Cowan, Canada.
Hugh Dougherty, District of Columbia.
Maurice T. Fell, Delaware.
Herbert Hurd, Delaware.
Eugene C. Hannan, District of Columbia.
Frederick Hall, District of Columbia.
Paul D. Hubbard, Colorado.
Herbert Jump, Delaware.
George E. Keyser, District of Columbia.

Charles H. Keyser, District of Columbia.
Robert Kleberg, Texas.
Joseph M. Landon, District of Columbia.
Edward W. Lane, Montana.
John H. Lay, Montana.
Marcellus J. Lanbe, Virginia.
William H. Lewis, District of Columbia.
William Lowell, District of Columbia.
Simon Mundheim, District of Columbia.
George W. McDonald, Nebraska.
Sheldon Miller, Mississippi.
Joseph L. Norris, Virginia.
Henry H. Rohrer, Ohio.
Andrew J. Sullivan, Pennsylvania.
Richard T. Thomas, District of Columbia.
Hiram T. Wagner, Mississippi.
Henry Willis, District of Columbia.
James Allen Wright, North Carolina.
John Walsh, Indiana.
David H. Wolpert, Colorado.
Jesse T. Warren, Tennessee.

REGULATIONS.

I. The academic year is divided into three terms, the first beginning on the Thursday before the last Thursday in September and closing on the 24th of December; the second beginning the 2d of January and closing the last of March; the third beginning the 1st of April and closing the Wednesday before the last Wednesday in June.

II. The vacations are from the 24th of December to the 2d of January and from the Wednesday before the last Wednesday in June to the Thursday before the last Thursday in September.

III. There are holidays at Thanksgiving, Washington's birthday, Easter, and Decoration Day.

IV. The pupils may visit their homes during the regular vacations and at the above-named holidays, but at no other time, unless for some special, urgent reason, and then only by permission of the president.

V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semi-annually, in advance.

VI. The charge for pay pupils is \$250 each per annum. This sum covers all expenses in the primary department except clothing, and all in the college except clothing and books.

VII. The Government of the United States defrays the expenses of those who reside in the District of Columbia, or whose parents are in the Army or Navy, provided they are unable to pay for their education. To students from the States and Territories who have not the means of defraying all the expenses of the college course the board of directors renders such assistance as circumstances seem to require, as far as the means at its disposal for this object will allow.

VIII. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

IX. All letters concerning pupils or applications for admission should be addressed to the president.

X. The institution is open to visitors during term time on Thursdays only, between the hours of 10 a. m. and 3 p. m. Visitors are admitted to chapel services on Sunday afternoons at a quarter past 3 o'clock.

XI. Congress has made provision for the education, at public expense, of the indigent blind and the indigent feeble-minded of teachable age belonging to the District of Columbia.

Persons desiring to avail themselves of these provisions are required by law to make application to the president of this institution.